IMPLEMENTING A CAREER DEVELOPMENT FRAMEWORK IN THE CURRICULUM
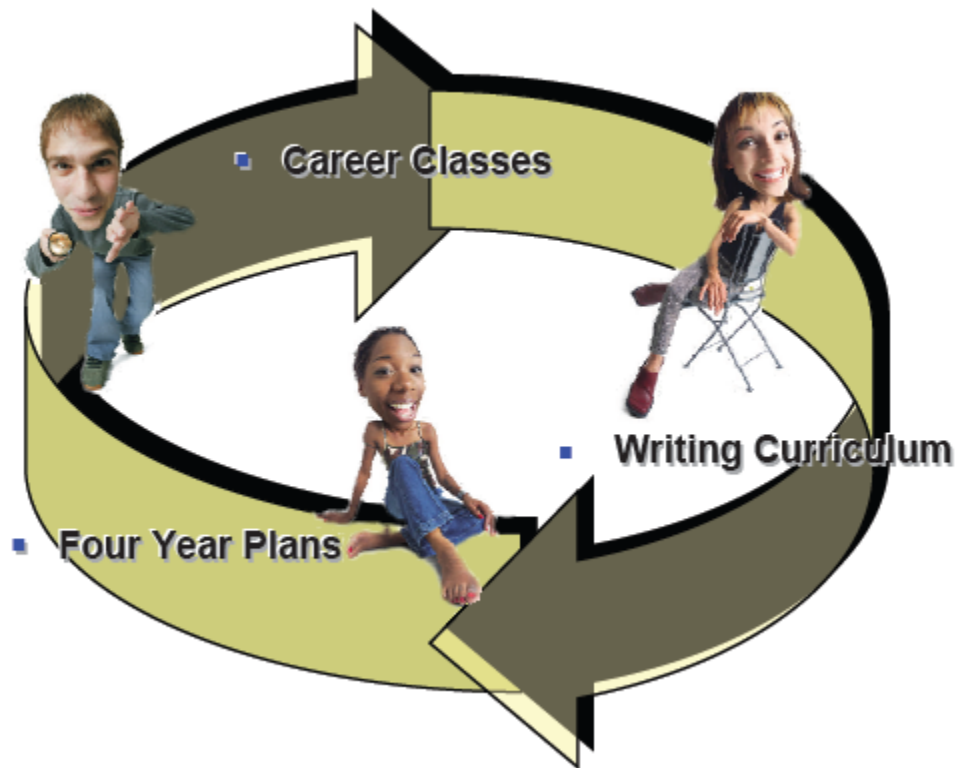
A 5th through 8th grade model
Using "*My Career Plan*" in "*My CIS Junior Portfolio*"

CIS Idaho Career Information System

CAREER DEVELOPMENT FRAMEWORK
BY GRADE LEVEL
USE IN:

A 5th through 8th grade model
Using "*My Career Plan*" in "*My CIS Junior Portfolio*"

Identifies:

- Career Development Steps for grades 5-8
- Appropriate activities to focus on in each step
- Ideas for building a program using CIS Junior
- A way to tie in what is important to students regarding career exploration and the world of work

TABLE OF CONTENTS

INTRODUCTION TO THE FRAMEWORK

The following pages provide you with a framework within which to deliver the My Career Plan elements of CIS JUNIOR.

My Career Plan Activities:
My Career Plan includes activities, worksheets, games, and the opportunity for students to make portfolio and 'My Favorites' entries. The purpose of the framework is to help you lead group guidance and classroom-based career development instruction.

Sample Letters to Teacher and Students/Parents:
You will find a sample letter to teachers and a letter to students, which you may use or customize and use as you like. As classroom guidance is a relatively new concept to many teachers and students, these letters can help you make the introduction to My Career Plan. The letter to the teacher explains how best to lead classroom-based career development curriculum and use My Career Plan. The letter to the student provides the rationale for planning and the organizational structure of My Career Plan.

Delivery Models:
You will find three custom models for delivering My Career Plan. Model A assumes classroom guidance activities will transpire annually in middle school. Model B groups activities into two chunks or time periods, 5th - 6th and 7th - 8th, and Model C assumes you have only a "one shot" intensive opportunity to deliver your program, and so it assembles key rudiments of a skeletal program.

Goal:
The overriding goal of My Career Plan is to instill realistic optimism and constructively guide student attitudes and actions regarding education, career, and life.

Career Development in Your Classes - A Message to Teachers

The underlying purpose of career development is to motivate people to take control of their own lives by developing the skills they will need for a lifetime of career self-management. An overriding motivation is to instill hope as well as realism that will guide your students' attitudes and actions regarding education, career, and life in an uncertain world.

In developing a career development curriculum, there are *seven* **Keys for Success**:

- Define a **Framework**
  Tie all elements of the career development program together and articulate it to other staff, the students, and their parents.

- Build a **Developmental Model**
  You should not be alone in one class offering career development content. Work with other teachers, counselors, and administrators to create a program that offers appropriate activities for awareness, exploration, and planning, K through 12.

- Focus on the **Process**
  Career development needs to be valued as a life-long process, not for a single education or career decision. Teach self-awareness, research, decision-making, problem solving, and employability skills.

- **Learn to Plan** Today, **Plan to Learn** Tomorrow
  Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught over time.

- Develop **Information Seeking Skills**
  In an information age, finding, evaluating, and using information are important transferable skills.

- Use **Cooperative** Learning Strategies
  Build teamwork, communication skills, flexibility, and respect of diversity.

- Help Students Prepare for **Change**
  Change provides opportunities if you are prepared for it.

The following pages provide some ideas about how to use these concepts to build a program using CIS Junior.

Career Development in Your Classes - A Message to Students and Parents

During yours or your student's school career, you will be involved in career and educational planning. Our career development goals are:

- to help students find meaning in their school courses and activities by relating them to personal and career goals and to the real world; and
- to teach skills and knowledge that can be used throughout life to manage education and career decisions.

Each year we will focus on several elements of career development through required class activities. Because career development is ongoing and personal, students and parents may find it valuable to spend time in some of these activities to independently review and update their portfolios.

To understand how class activities fit into the overall process, we will use a framework that describes five major elements of the career development process (see the graphic below). Remember, this is a process that is a continuous life process. Elements may be repeated and expanded and "career plans" will be modified over and over again.
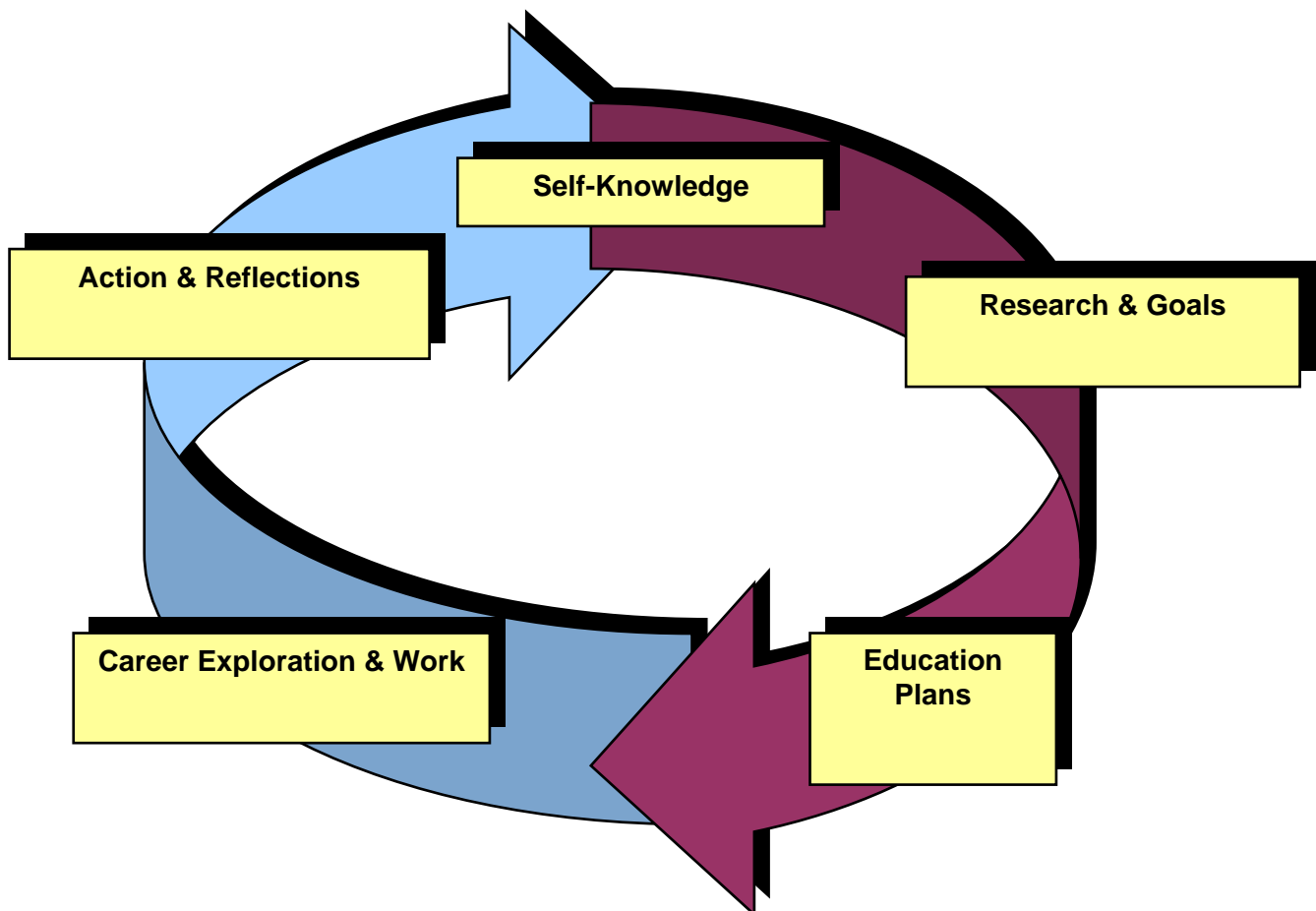
INTRODUCTION TO THE THREE MODELS

Pages 8, and 9 present three custom models for using the framework goals to build middle school programs using CIS Junior.

Model A- *Use if you can highly integrate CIS Junior throughout 5th-8th grades*
- Offers an implementation plan for the school that strongly supports classroom based career planning and development. It structures a set of activities to be delivered annually, at each grade level, throughout middle school. Model A uses each activity in My Career Plan.

Model B- *Use if you will be using CIS Junior in each grade but necessarily in a scope and sequence*
- Groups activities into two chunks or time periods for career development. The first period, for 5th or 6th graders targets introducing students to career development and middle school life. The second set, for 7th or 8th graders, offers higher-level activities, several supporting the important transition to high school. Model B uses most of the activities in My Career Plan.

Model C- *Use if you only have "one shot" at delivering CIS Junior at your school*
- Assumes you have only a "one shot" intensive opportunity to deliver your program, and so it assembles the key rudiments of a skeletal program. Model C contains twenty-one concise activities, a little over 1/3 of the CIS My Career Plan contents.

Activities are listed in a logical sequence to facilitate classroom implementation. The career development standards and goals targeted by the activities are provided in the overview of each grade level.

All activities are located under the "Overview" sections. To locate each activity follow these guidelines:
- *The career development step (ex:Self-Knowledge)*
  - *A student question*
    - *Activity themes*
      - *The activity within the group*
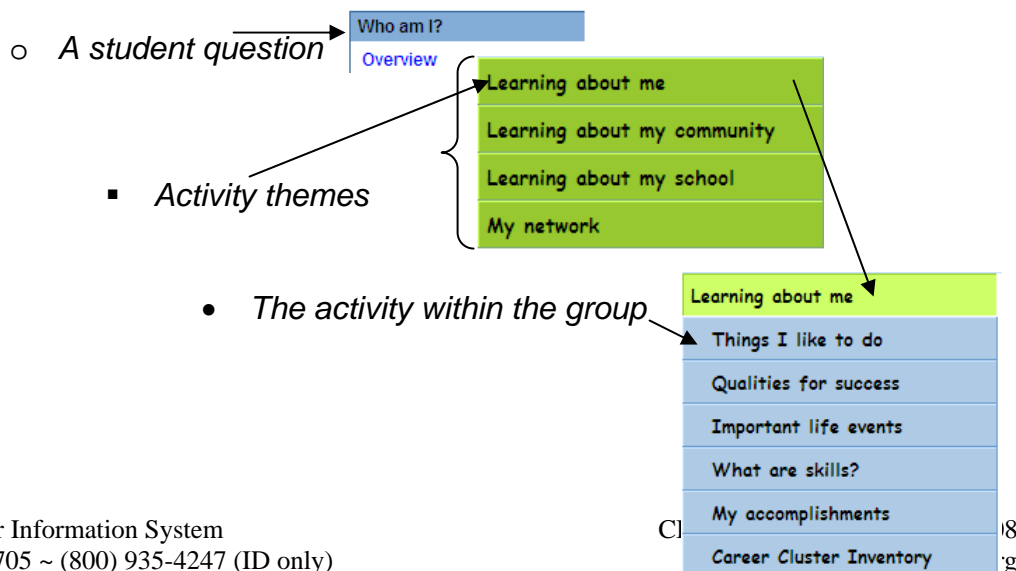
Table Comparison of Models with Activities

Section of My Career Plan and Activity Title	Model A			Model B		Model C
Grade Level *Level*	*5th & 6th*	*7th*	*8th*	*5th & 6th*	*7th & 8th*	*Single*
Who Am I?						
Learning About Me						
Things I Like to Do	X			X		X
Qualities for Success	X			X		X
Important Life Events	X			X		X
What Are Skills?		X			X	
My Accomplishments		X			X	X
IDEAS[1]		X			X	X
Career Cluster Inventory[1]			X		X	X
Learning About My Community						
My Community	X			X		
My Ideal Community	X			X		
Job Shadow			X		X	
Learning About My School						
Getting to Know my School	X			X		
Activities and Achievements[2]		X	X		X	X
Learning About My Network			X		X	
Where Am I Going?						
Occupations						
Occupation Scavenger Hunt	X			X		
Bobilator		X			X	
If I became …		X			X	X
Job Shadow			X		X	
Career Clusters						
Career Cluster Mobiles	X			X		
What's My Cluster		X		X		
Career Cluster Posters			X		X	
Career Cluster Inventory[1]			X		X	X
My Favorite Cluster			X		X	X
Workplace						
What Are Working Conditions?	X			X		
Why Do People Work?		X			X	
What Rewards Do I Want fm. Work			X		X	X
Reality Check	X	X	X		X	X
Making Decisions						
How Do I Make Decisions?	X				X	X
What Book Do I Pick to Read?	X				X	

Table Comparison of Models with Activities

Section of My Career Plan and Activity Title	Model A			Model B		Model C
Grade Level	5th & 6th	7th	8th	5th & 6th	7th & 8th	Single Level
Action Plans						
Learn a New Skill		X			X	
Make a Change		X			X	X
My Career Plan						
What Do I Want to be When I Grow Up?			X		X	X
My Career Action Plan			X		X	X
How Do I Get There?						
Employability Skills						
Working Together	X			X		
Are You Listening?	X			X		
Listening Skills on the Job	X			X		
Being Dependable	X			X		
Using My Time for Success	X			X		
Planning My Time for Success	X			X		
Job Success Scale		X			X	X
Free Job Training		X			X	
Getting Fired at Work and School		X			X	
Classroom Performance Reviews		X			X	
Planning for High School						
Words for High School			X		X	
High School Graduation Requirements			X		X	X
College Admission Requirements			X		X	
Electives			X		X	X
Activities			X		X	X
My High School Course Plan			X		X	X
Planning for College						
Why Go To College?		X			X	
Education Pays		X			X	X
What Can I Do to Prep. for College?			X		X	X

[1] Recommend using both the "Career Cluster Inventory" and "IDEAS" in **Model A**, recommend using one or the other instruments in **Model B** and **Model C**

[2] Model A uses "Activities and Achievements" in both grades 7 and 8 in order to update the student record

Activities within CIS Junior and the CIS Junior Portfolio

Putting together a career plan gives your students a chance to answer the following questions:

"Who am I?" "Where am I going?" and **"How to I get there?"**

The links within CIS Junior and the CIS Junior Portfolio direct students to activities and worksheets where they enter information about themselves to build their career plans. They can return at any time to update personal reflections or completely change them. Because there are no right or wrong answers, students can make the plan reflect who they really are. Links with the ✏ icon are those with opportunities for entering personal reflections within the CIS Junior Portfolio.

Who Am I?

Learning About Me
- Things I Like to Do ✏
- Qualities for Success ✏
- Important Life Events ✏
- What Are Skills?
- My Accomplishments ✏
- Skills and Interests ✏
- Career Cluster Inventory

Learning About My Community
- My Community ✏
- My Ideal Community ✏
- Job Shadow

Learning About My School
- Getting to Know my School
- Should I Join? ✏
- Activities and Achievements ✏

My Network ✏
- My Network

Where Am I Going?

Occupations
- Occupation Scavenger Hunt
- If I became...
- Bobilator
- Job Shadow
- Occupation Index

Career Clusters
- Career Cluster Mobiles
- What's My Cluster
- Career Cluster Posters
- Career Cluster Inventory
- My Favorite Cluster ✏

Workplace
- What Are Working Conditions? ✏
- Why Do People Work?
- What Rewards Do I Want from Work? ✏

Reality Check

Making Decisions
- How Do I Make Decisions?
- What Book Do I Pick to Read?

Action Plans
- Learn a New Skill
- Make a Change

My Career Plan
- What Do I Want to Be When I grow Up?
- My Career Action Plan ✏

How do I Get There?

Employability Skills
- Working Together
- Are You Listening?
- Listening Skills on the Job
- Being Dependable
- Using My Time for Success
- Planning My Time for Success
- Job Success Scale
- Free Job Training
- Getting Fired at Work and School
- Classroom Performance Reviews

Planning for High School
- Words for High School
- High School Graduation Requirements
- College Admission Requirements
- Electives
- Activities ✏
- My High School Course Plan ✏

Planning for College
- Why Go To College?
- Education Pays
- What Can I Do to Prepare for College?

Activities and Goals Appropriate for
Fifth and Sixth Grades

Fifth and Sixth Grade Program Goals (Getting Started)

- Identify individual interests, abilities, and strengths.
- Develop skills to assess interests, abilities, and strengths.
- Learn about the world of work.
- Develop skills in locating, interpreting, and evaluating career information.
- Use family and community resources to explore career goals.
- Identify ways to get involved in school.

- Identify financial goals.
- Identify the steps in one model of decision making.
- Identify alternative options and potential consequences for a specific decision.
- Describe general employability skills.
- Recognize that occupations may be organized and described in different ways.
- Distinguish appropriate behaviors in work settings.

Fifth and Sixth Grade Activities

Self-Knowledge
- *Who Am I?*
    - Learning About Me: Things I Like to Do

Research and Goals
- *Who Am I?*
    - Learning About My Community: My Community, My Ideal Community
- *Where Am I going?*
    - Occupations: Occupation Scavenger Hunt
    - Career Clusters: Career Cluster Mobiles
    - Reality Check: Get a Reality Check

Education Plans
- *Who Am I?*
    - Learning About My School: Getting to Know My School

Career Exploration & Work
- *Who Am I?*
    - Learning About My School: Should I Join?
- *Where Am I Going?*
    - Workplace: What Are Working Conditions?
- *How Do I Get There?*
    - Employability Skills: Working Together, Are You Listening?, Listening Skills on the Job

Action & Reflections
- *Where Am I Going?*
    - Making Decisions: How Do I Make Decisions?, What Book Do I Pick to Read?

Activities and Goals Appropriate for Seventh Grade

Seventh Grade Program Goals (Looking Deeper)

- Identify individual interests, abilities, and strengths.
- Develop skills to assess interests, abilities, and strengths.
- Learn about the world of work.
- Develop skills in locating, interpreting, and evaluating career information.
- Recognize the impact of family, career, and leisure decisions on career goals.
- Recognize that a variety of general employability skills and personal qualities are important to success in school and employment.

- Identify financial goals.
- Identify ways to get involved in school.
- Identify alternative options and potential consequences for a specific decision.
- Recognize that occupations may be organized and described in different ways.
- Become informed about career opportunities and preparation for them.
- Distinguish appropriate behaviors in work settings.
- Develop a plan for personal growth.

Seventh Grade Activities

Self-Knowledge
- *Who Am I?*
  - o Homepage: IDEAS Assessment
  - o Learning About Me: Qualities for Success, What Are Skills?, My Accomplishments, Skills and Interests

Research & Goals
- *Where Am I Going?*
  - o Occupations: If I became….
  - o Career Clusters: What's My Cluster, Career Cluster Inventory
  - o Reality Check: Future Salary

Education Plans
- *How Do I Get There?*
  - o Planning for College: Why Go to College?, Education Pays

Career Exploration & Work
- *Who Am I?*
  - o Learning About My School: Activities and Achievements
- *Where Am I Going?*
  - o Workplace: Why Do People Work?
- *How do I Get There?*
  - o Employability Skills: Being Dependable, Using My Time for Success, Planning My Time for Success, Job Success Scale

Action & Reflections
- *Where Am I Going?*
  - o Action Plans: Learn a New Skill, Make a Change

Activities and Goals Appropriate for
Eighth Grade

Eighth Grade Program Goals (Preparing for the Next Step)

- Identify interests, abilities, and strengths.
- Recognize the impact of family, career, and leisure decisions on career goals.
- Recognize that a variety of general employability skills and personal qualities are important to success in school/employment.
- Identify ways to get involved in school.
- Relate personal characteristics to career goals.
- Relate learning and activities in school to work.
- Recognize that occupations may be organized and described in different ways.
- Recognize skills and abilities required for work in different career clusters.
- Develop skills in locating, interpreting, and evaluating career information.

- Become informed about career opportunities and preparation for them.
- Describe the requirements for transition from one learning level to another.
- Create a four-year high school plan based on career goals and personal characteristics.
- Apply decision-making skills to course selection and career planning.
- Identify types of learning experiences and education and training programs available to you after high school.
- Demonstrate job readiness skills through job shadowing.

Eighth Grade Activities

Self-Knowledge
- *Who Am I?*
  - Learning About Me: Important Life Events, Skills and Interests

Research & Goals
- *Where Am I Going?*
  - Occupations: Bobilator
  - Career Clusters: Career Cluster Inventory, My Favorite Cluster
  - Reality Check: Occupation Direct

Education Plans
- *How Do I Get There?*
  - Planning for High School: Words for High School, High School Graduation Requirements, College Admission Requirements, Electives, Activities, My High School Course Plan
  - Planning for College: What Can I Do to Prepare for College?

Career Exploration & Work
- *Who Am I?*
  - Learning About My Community: Job Shadow
  - My Network: My Network
  - Learning About My School: Activities and Achievements
- *Where Am I Going?*
  - Workplace: What Rewards Do I Want from Work?
- *How do I Get There?*
  - Employability Skills: Free Job Training, Getting Fired at Work and School, Classroom Performance Reviews

Action & Reflections
- *Where Am I Going?*
  - My Career Plan: What Do I Want to Be When I Grow Up?, My Career Action Plan